

**AN ANALYSIS OF POLITENESS LANGUAGE PATTERNS IN
REQUEST USED IN ENGLISH TEXTBOOK OF SECOND
GRADE OF JUNIOR HIGH SCHOOL**



THESIS

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MOTTO AND DEDICATION

MOTTO

Everything Is Going To Be Alright If You Want To Try Hard

Badai Pasti Berlalu

Kekuatan Doa Ibu Diatas Segalanya

DEDICATION

MY THESIS IS DEDICATED TO :

- **My Only God “Allah Swt”, And My Greatest Leader “Muhammad Saw “**
- **My Beloved Parents Ibu “Awanah”, And Ayah “Drs. Agustan (Alm), Thanks For Your Time, Your Prayers, Everything And I Hope I’ll Always Make You Proud**
- **My Beloved Brothers “ Kak Man Ncit, Adek Wahyu Kibo, Adek Ndut Aziz, And My Sister “Ayuk Kurnia” I Can’t Imagine How My Life Will Be Without You All**
- **My Beloved Grandmother “Nenek Nduk” And My Cousins “Elijah, Nola, Riski And Hendi” Thanks So Much For Your Support**
- **My Sweet Friends “Febby Snak, Manda Dedek, Thara Tora, Ayuk Anggun, Tot Dita Thanks For Always Supporting Me, I Hope Our Friendship Never And Ever End**
- **My Beloved Friends Kkn Srikaton 2 Tia, Paul, Iwan, Diki, Fanny, Nesthy And Mitsy Thanks For Everything Guys**
- **All Of My Classmates In Edsa Academic Year Of 2010 Love You All**

ABSTRACT

Lestari, Dwi Permata.2014. *An Analysis of Politeness Language Patterns in Request Used in the English Textbooks of Second Grade of Junior High School*. Scription English Education Study Program of Language and Art Department. The Faculty of Teacher Training and Education Universitas Bengkulu. Supervisor : Drs. Syafrizal.S,M.A, Co-Supervisor: Dra. Elfrida, M.A.

The objective of this research was to find out types and the most frequent of Politeness Pattern in Request used in the English textbook “English in Focus” of second grade of Junior High School written by Wardimam et al,. The type of the research is descriptive study. The objects were the utterances and sentences in English in Focus (2008). The data were collected through documentation. The result showed that “*English in Focus*” textbook applied Syntactic Realization and Lexical Realization. In Syntactic realization, the study found (48%) Imperative sentences, (45%) Modal Auxiliaries, and in Lexical Realization, the researcher found (7%) Verbs second category. Based on analyzing data imperative form came as the most frequent politeness pattern in request.

Keywords : *Politeness, Politeness Language Patterns in Request*

ABSTRAK

Lestari, Dwi Permata.2013. *An Analysis of Politeness Language Patterns in Request Used in the English Textbooks of Second Grade of Junior High School*. Skripsi. English Education Study Program of Language and Art Department. The Faculty of Teacher Training and Education Universitas Bengkulu. Supervisor : Drs. Syafrizal.S,M.A, Co-Supervisor: Dra. Elfrida, M.A.

Tujuan dari penelitian ini adalah untuk menemukan pola kesopanan pada permintaan yang digunakan pada buku pelajaran bahasa Inggris “English in Focus” yang ditulis oleh Wardiman dkk (2008). Penelitian ini merupakan penelitian deskriptif. Objek pada penelitian ini adalah kalimat-kalimat atau ungkapan-ungkapan yang ada pada buku pembelajaran. Pengumpulan data dilakukan dengan menggunakan metode dokumentasi. Berdasarkan hasil penelitian peneliti menemukan bahwa pada buku pembelajaran “English in Focus” ditemukan tipe Sintatik dan Leksikal. Pada Sintatik ditemukan (48%) tipe kalimat imperative, (45%) modal Auxliri dan pada leksikal ditemukan (7%) yang menggunakan kata kerja pada katagori pertama.

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CHAPTER I

INTRODUCTION

1.1. Background of the Study

People need to communicate as social human. Communication is a way that people use to interact each other. The most important key to make a successful communication is people should make the others pleasant when saying something. It means that every sentence or utterance has to be related to the politeness.

Politeness has related to the language pattern and context. Language pattern referred to word form. It means that in language pattern includes word choice in communication. Moreover, context referred to the situation, time, place and participant. According to Leech(1983), to increase the degree of politeness by using indirect utterances. It means that the more indirect the utterance is, the more polite the utterance is. On the other hand, the more direct the utterance is, the more impolite the utterance is.

This study focused on politeness language patterns. The reason why the researcher focused on politeness language patterns was politeness as an important aspect that could not be separated in learning English. In requesting something, sometimes people do not care about how to make the others pleasant, but they only think about how to make the other people do what they request. In addition, people usually use politeness patterns orally, but in this study the researcher would like to

analyze the politeness language patterns when request by using some word such as modal auxiliaries etc in the textbook.

Textbook is as an object of this study because textbook is one of the basic media in learning English. The textbook is not only useful for the students, but also for the teacher. Teacher's textbook might be used as basic media in learning process and students' textbooks as additional media that they can get the materials beyond the teacher's explanation in the classroom. The reason why the textbook is important for them is textbook has a role as guidance in teaching and learning process. In this study, the researcher wanted to use textbook at the second grade of Junior High School since the textbook gives material about request. Besides that, this study chose "*English in Focus*" textbook as an object study because based on the survey done by the researcher, it found that 49% Junior High Schools in Bengkulu city used this textbook as media in teaching.

There were two previous studies of this research. The first one was from Fukushima (1985). The researcher conducted a research entitled "Politeness in English". The purposes of this paper were: (1) to investigate the production of politeness in English by Japanese advanced EFL Japanese students and (2) to point out the difficulties even advanced students have in producing polite expressions in English.

The last one was from Codreanu (2011) entitled "Politeness in Requests: Some Research Findings Relevant for Intercultural Encounters". The aims of this

research were to analyze the relationship between indirectness and politeness in requests and to find out to what extent politeness and indirectness viewed as overlapping or mutually excluding categories by Romanians compared to other nationalities such as the British and the Hebrew.

Based on the explanation above, the researcher wanted to know whether the utterance of the English textbook gives politeness variation in request or not. Hence, the researcher conducted the research entitled “An Analysis of Politeness Patterns in Request Used in the English Textbook of Second Grade of Junior High School.

1.2. Statement of the Problems

Based on the background of the study, the statements of the problems were formulated as followed:

1. What were the politeness language patterns in request used in the English textbook of the second grade of Junior High School?
2. What was the most frequent politeness language patterns in request used in the English textbook of second grade of Junior High School?

1.3.Objectives of the Study

Based on the problem above, this study was intended for several objectives as the follows:

1. To find out politeness language patterns in request used in the English textbook of second grade of Junior High School?

2. To find out the most frequent politeness language patterns in request used in the English textbook of second grade of Junior High School?

1.4. Scope of the Study

This study focused on politeness language patterns in request used in textbook. The politeness patterns referred to the structural form that will be categorized into syntactic and lexical realization. Besides that, this study wanted to calculate how many requests used in the textbook. The textbook was English in Focus for Grade VIII Junior High School (2008). The reason why this study used the textbook is important in order to know some request patterns used in the textbook.

1.5. Significance of the Study

The finding of the study will be useful information for English students as a candidate teacher and the further research.

1. English students as candidate teacher

It will help the students as candidate teachers to know types of politeness patterns in request that are used in English textbook “*English in Focus*” for Grade VIII Junior High School (2008).

2. Further Research

For further research, the result of the study can be used as a reference for starting point to conduct further research about politeness patterns, especially requests.

1.6. Definition of Key Terms

Since the title of this study is An Analysis of Politeness Patterns in Request Used in The English textbooks of Second Grade of Junior High School, the researcher gives some definitions related to the key terms to avoid misunderstanding as follows:

1. Politeness is an act that determines language choices in interaction with other people as shown in the language patterns used, such as could, would, etc
2. Politeness language patterns in request are types of sentence or utterance that are used in requesting for something, help to do something.
3. Textbook is English in Focus for Grade VIII Junior High School (2008) published by Erlangga.

CHAPTER II

LITERATURE REVIEW

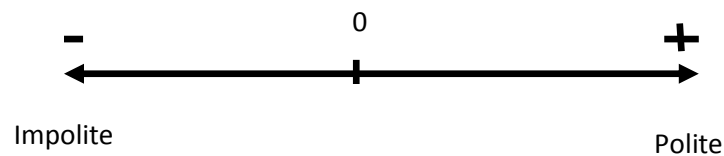
2.1.Politeness

Being polite in a conversation should be considered by the speaker to the interlocutor since it is difficult. The reason why being polite is difficult for the speaker is it that needs understanding of the language, the social and cultural of the community. Besides that, politeness is not only viewed from the speaker, but it also viewed by the interlocutor. It makes many experts has different perceptions about politeness. Leech (1983) stated that politeness is one of pragmatic perspective. He begins by establishing two pragmatic systems: pragmalinguistics and sociopragmatics. Pragmalinguistics includes the speakers' intentions and illocutionary acts. Hence, it refers to the more linguistics application of politeness. Meanwhile, sociopragmatics refers to how the speaker wants to be perceived socially.

Moreover, politeness could be defined as means of expressing that are used in conversation that has specific roles depending on the participant. Fraser and Nolen (1990) define politeness as a conversational contract that has a set of rights and obligations that participants must follow and can be negotiated and rearranged during a conversation. It meant that the conversational contract is based on the expectations of the members involved in a conversation and determined by the participants. Meanwhile, Richard in Pichastor (1998) states that there are two definitions of politeness (a) how language expresses the social distance between speakers and their

different role relationship (b) How to create, insist, and keep face during conversation carried out in speech community).

Furthermore, being polite or impolite basically cannot be determined for sure. One of the experts has the scale in generally. Ide et al. cited in Aubed (2010) points out that politeness is a neutral concept, which we use as the label for a scale ranging from plus – through zero – to minus politeness. Thus, politeness refers to plus-valued politeness, while being impolite means minus-valued politeness and non-polite works the neutral or zero valued centre of the scale. The scale means that something can be said polite if the scale is close to plus. It can be represented by the following figure:



A figure representing scale of Politeness (Ide et all in Aubed 2012)

Eelen in Hamzah (2011) maintains that politeness is not universal, but it is shaped by culturally specific social norms. These do not only influence how politeness is produced, but also how it is evaluated. As a result, politeness varies from culture to culture, language to language, and dialect to dialect. Successful politeness is successful communication. It depends on the right application of the right politeness at the time. Eelen supported by Watts (2003) states that politeness is not universal, but influenced and created by cultural values and that behavior ranges on a spectrum of politeness. Behavior is seen as politeness or impoliteness depending on

whether it is seen on the positive or negative end of the politeness spectrum. Polite behavior is behavior that is seen as being appropriate in a certain social context, whereas impolite is seen as violating those expectations.

Moreover, Huang (2007) states that politeness is universal. It can be observed as a phenomenon in all cultures. It is used by speakers of different languages. It is also recognized as a norm in all societies. In addition, Mahmud (2008) contends that politeness is culture specific as, like all communicative acts, it carries different meanings in different cultures and it will also vary depending on certain circumstances. It meant that politeness principle does not have standard in the words meaning, depending on the society in some places.

2.2.Politeness Language Patterns in Request

Asking other people to do things is known as making a request. Requests take many different forms and may be very polite, moderately polite or not very polite (rude). When a speaker wants the interlocutor to commit to some future action, it means of a request. According to Svartvik cited in Marzita (2009) request can be mentioned as the act to ask your hearer whether he is willing or able to do something”. In politeness patterns in request, there are two types of request. The first one is syntactic realization, and the second one is lexical realization.

2.2.1. Syntactic Realization

The main important rule of a request is to make the listener understands that some actions are desired of him, but there are various ways in which this action can be achieved (Sadock 1974 in Aubed 2012). These ways are as follows:

1. The Imperative Sentence Types:

The imperative tense in English is used to give an order, a warning, an appeal, an advice, a suggestion, an instruction and in some cases a request to another person. Palmer (1986) request can be expressed by imperative sentence. Simply take the verbs' infinitive form (without the "to" infinitive indicator). Usually the verb will be placed at the beginning of the sentence. Levinson (1983) stated that the imperative sentence is very rarely used to issue request in English. Realization of request by the imperative sentence-type can have the following forms : : *1. Give me your book, 2. Don't open the window, 3. Do study for tomorrow's test, 4. Calm down, 5. Let's go for watching a movie and Have a sit.*

Based on the examples above, types of requests are issued to make the listener to do something for the speaker. An imperative sentence has an understandable subject (you), and the verb is in the simple form.

Moreover, sometimes people use word "please" to make imperative sentence types more polite. According to Sifianou in Martinez (2009) the word "please" has been regarded as one of the most transparent politeness markers that serves to soften the imposition carried out by request being uttered.

2. The Interrogative Sentence-types

Requests can be marked by using interrogative sentence types (Sadock, cited in Aubed (2012). Besides that, Leech (1983) stated that interrogative sentence has the meaning of questioning in request. They are either Yes/No questions or Wh-questions. Yes/no interrogatives are questions that can be answered with a yes or a no response and Wh-interrogatives sentences begin with

a wh-word and call for an open-ended answer. A yes or no answer is not appropriate for these questions.

The following examples are: : (1) *Have you got a car?*(yes/no question), (2) *Do you have an extra piece of paper?*(yes/no question, (3) *Do you have some money?*(yes/no question), (4) *Why don't you cook for dinner?*(Wh-question)

Several examples show that utterance(1) has a question force; utterance (2) requesting a piece of paper; utterance (3) needs a request for some money; whereas utterance (4) has the illocutionary force of requesting for cooking for dinner (Leech, 1983).

3. The Declarative Sentence-types:

Requests can be marked by using declarative sentence-types (Leech, 1983). In addition, Palmer (1986) mentions that declarative include types statements that command. It means the term “command” used to refer request. The following examples are : :(1) *I am very hungry.* (A request for some food), (2) *This soup needs some salt.* (A request for some salt), (3) *It is cold here.* (A request for closing the door or the window), (4) *You won't drive the car, will you?* (A request for not driving the car)

In utterance (4) the tag-question has been used to confirm what is said in the first part of the utterance and its function is to make the request more tactful (Leech, 1983).

4. Modal Auxiliaries:

Austin (1962) says that modal auxiliaries can be used for expressing the speech act of requesting. The following examples tell different realizations of this type of politeness in request requests : (1) *Could you help me to move this table?*, (2) *Can you pour the tea into a cup?*, (3) *Will you get me a pillow?*, (4) *May I borrow your pen?*, (5) *Would you help me?*, (6) *Wouldn't you take me to the airport?*

When the speaker used the modal auxiliary verb “can” means that the speaker is asking whether he is able to do the action or not. Can is used to make basic requests from a friend or co- worker. It is often used for small things. Can you is often used informally. It usually sounds less polite than could you or would you. May is used in request that little more formal than could (Thomson, 1984). In addition, using the past tense form “would” or “could” means the speaker makes his request more tactful and polite. In a polite request, could has a present or future meaning, not a past meaning

The meaning of “ would you” and “ will you” in a polite request is the same. Would you is more common and is often considered more polite. The degree of politeness, however, is often determined by the speaker's tone of voice.

2.2.2. Lexical Realization

In this part, Lexical realization divided into two points. Each point has several verbs that often used in request. The following points are:

1. Verbs: The First Category

In the first category, there are several verbs like “appeal”, “ask”, “favour”, “like”, “mind”, “oblige”, “request”, “want” can be used for marking polite requests (Swan, 1982, p. 386). These examples are : (1) Can I *appeal* to you for help?, (2) I *ask* you to wash the dishes, (3) Will you *favour* us with delicious food?, (4) I would *like* to visit my grandmother, (5) Would you *mind* sweeping the floor?, (6) Could you *oblige* me with a bar of chocolate?, (7) I *request* you to send me some flowers, (8) I want four beautiful dresses, (9) I wish you would stop drinking.

In utterance (1) the lexical verb “appeal” is used to express a “direct request” in which the speaker asks strongly for something. In utterance (2) the lexical verb “ask” can be used for request (McKay, 1982). It means that when speaker used “ask” she/he wants to request something more than just an answer, such as directions, food, or help,. In utterance (3) the lexical verb in which the verb “favour” carries the idea of request explicitly. In utterance (4) the verb “like” is used to mean “want” or “wish” particularly in polite requests. In utterance (5) the lexical verb “mind” is used in the expression “would you mind” to express a polite request. In utterance (6) the lexical verb “oblige” has been used explicitly to realize the speech act of requesting (Hornby(1976) cited in Aubed(2012)). In utterance (7) the speaker explicitly uses the lexical verb “request” for the realization of a polite request. An utterance like this is called an explicit request (Austin, 1962, p. 81). In utterances (8) and (9) the lexical verbs “want” and “wish” have been used to express request explicitly.

2. Verbs: The Second Category

In the second category, there are several types of lexical verbs such as “appreciate”, “thank”, “trouble”, “possibly” and “wonder” that can be used for marking polite requests. The following examples are: (1) I would *appreciate* your help, (2) I will *thank* you for the offer, (3) Could I *trouble* you to pass the sugar?, (4) I *wonder* if you wouldn’t mind dropping me home?

When the speaker uses the verb in utterance (1) the lexical verb “appreciate” is implicitly related with the act of requesting. In utterance (2) the lexical verb “thank” is implicitly used to request something forcefully or widely when it expresses the meaning to be pleased with someone for something. In utterance (3), the lexical verb “trouble” realizes a polite request in an indirect way and simultaneously is used in polite requests to mean “to cause inconvenience to someone”. In utterance (4) the lexical verb “wonder” is associated with the act of requesting. It expresses a tentative request and is often said in a statement form (Ockenden, 1972, p. 30).

2.3. Politeness scale

2.3.1. Indirectness Scale

Indicating the amount of inferencing requires the listener to create the intention of the speaker’s meaning. Indirectness scale shows the indirectness utterance is more polite than directness utterance. It means that the more utterances are indirect, the more the utterances are polite. On the other hand, the more utterances are direct, the more utterances are not polite (Leech, 1983P.108)

For example:

- 1) Answer the phone
- 2) I want you to answer phone.
- 3) Will you answer the phone?
- 4) Can you answer the phone?
- 5) Would you mind answering the phone?
- 6) Could you possibly answer phone?

Less Polite



More Polite

2.4Textbooks

Textbooks are the most extensive media used in schools at present. They serve the basis of language input for learners and language practice that is used in the classroom. Goodman and Hou (2011) said that textbooks have an important role in students' learning since textbooks are important resources for learning activities in the classroom. Therefore, it is important for the students to have good quality textbooks.

Besides that, textbooks have important roles in teaching English. The teachers use textbooks to help them in transferring the materials to the students. Textbooks also provide the foundation for the content of lessons, the balance of the skills taught, and the language practiced by the students during the class activities. Liu (2005) argued that textbooks are the teaching and learning instruments for both teachers and students. Students are practicing the learning activities in the textbook, while teachers use them for teaching and giving assignments. Thus, the skills in the textbook will be embedded to the students during the learning process. They will make the teacher transfer the teaching materials easily.

Furthermore, a textbook has an important role for the teachers and students in teaching and learning English. It becomes a main element of teaching English. The importance and role of the textbook in the teaching and learning process are certainly recognized by both teachers and students. In other words, the role of textbooks relates to the teachers, the students, and the success of English teaching and learning process.

Textbooks are used by the teachers in order to make their teaching more effective. Without a textbook, the teacher will find some difficulties to deliver the materials to the students. A textbook is also as a classroom management tool for interaction between the teachers and students. The textbook will save the time and give direction to the lessons and discussions.

2.5. Textbook ‘English in Focus’

This book was written by Artono Wardiman, Masduki B Jahur, M Sukirman Djusma. This textbook was known as one of the BSE (Buku Sekolah Elektronik) which was published by Department of National Education. Consisting of 152 pages, this textbook seems to be very helpful for either teacher or students to read and learn various kinds reading text to prepare the national exam. The researcher wanted to analyze this textbook because the textbook was recommended by Department of National Education and it was used in some public and private schools.

2.5 Conceptual Framework

This study will conduct this research based on this following conceptual framework:

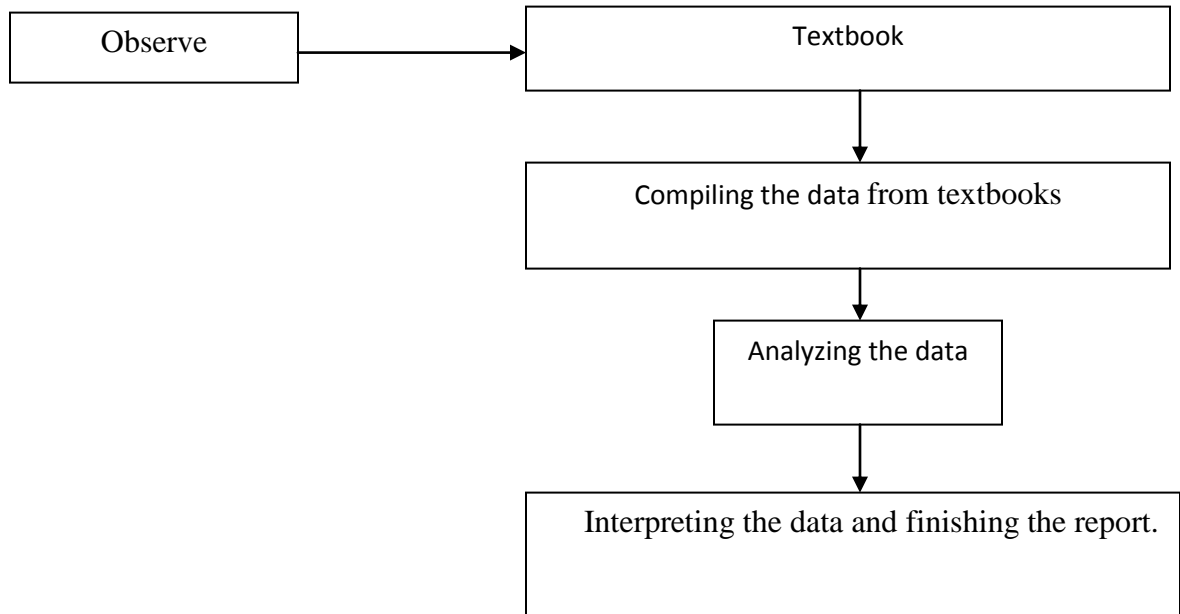


Chart 1: Conceptual Framework of the Study

This conceptual framework was very important for the researcher. It is because the conceptual framework used as guidance for the researcher to do this study. There were some steps that followed by researcher. For the first step, the researcher observed the data from the textbook. This part was conducted by the researcher towards compiling data in the textbook. Then, the researcher analyzed the data. The last step, the researcher interpreted the data as the result and finishing report.

2.6. Review of Previous Studies

There were some researches which had been conducted by researchers:

1. Fukushima (1985)

The researcher conducted a research entitled “Politeness in English”. The purposes of this paper were: (1) to investigate the production of politeness in English by advanced EFL Japanese students and (2) to point out the difficulties even advanced students have in producing polite expressions in English. First, the experiment which was undertaken was described. The results showed that even advanced EFL students have difficulties in producing polite expressions in speech. The results were analyzed by contrasting the way native English speakers made requests and invitations with the way Japanese EFL students produced them.

2. Codreanu (2011)

He conducted a research entitled “Politeness In Requests: Some Researchs Finding Relevant For Intercultural Encounters”. The major aim of this article was to analyze the relationship between indirectness and politeness in requests. The research project supporting the findings of the paper was undertaken in order to find out to what extent politeness and indirectness viewed as overlapping or mutually excluding categories by Romanians compared to other nationalities, such as the British and the Hebrew. Another inherent goal of the paper was to

provide an example of the socio linguistics instruments that could be employed in the investigation of the differences and similarities likely to emerge in intercultural encounters.

Based on the previous research above, this writer wanted to do a research related to the politeness, especially in request. In addition, the researcher wants to calculate how much the variation of using politeness patterns in request in the textbook.

CHAPTER III

METHODOLOGY

3.1 Method of the Study

The method of this study was a descriptive research. According to Gay (1976), a descriptive research is considered appropriate for describing the present condition of the research subject. Therefore, this study was based on statement of the problems that what the Politeness language Patterns in request and what the most frequently politeness language patterns are used in the English textbooks of second grade of Junior High School. In addition, this research focused on structural form.

3.2 Object of the Study

The object of this study was English textbook at second grade of Junior High School. The textbook *English In Focus* for Grade VIII Junior High School was written by Wardiman et al. (2008). The reason why the researchers chose this textbook was that the textbooks were mostly used in some schools in Bengkulu.

3.3. Instrument

This study used documentation as main sources of data. The data were gathered to be analyzed quantitatively. According to Arikunto (2006), documentation method is a method where the researcher investigates the written things such as, books, magazines, documents, diaries, etc. In this point, the document used is book.

The researcher copied all the data needed. Then, she rewrote the data and put it in a table. The documentation of this research was in letter form.

3.4. Technique of Collecting Data

In this study, technique of collecting data followed some steps. Firstly, the researcher copied and collected the sentences or utterances in the textbooks. Then, the researcher selected sentences or utterances containing politeness patterns in request. After the researcher knew which patterns contained politeness in request, the researcher would list data in a table in order to make the researcher easier to analyze the data.

3.5. Technique of Data Analysis

The technique of analyzing data in this study was quantitative. The steps of analyzing data of this study can be seen as follow ; 1) Copy the data (textbooks), 2) Put the data into document, and 3) Analyze the data. The writer used a table as a tool to categorize data analysis (see table 1). Then the researcher used a symbol of checklist (✓). Next, the researcher counted the number of frequency in each category. After that, the researcher counted the number of percentage for each category by using percentage of formula from Arikunto (2006). The following table was the table and percentage of formula that researcher used in analyzing data:

Table 1. An Analysis of Politeness Patterns in Request

Notes :

No.	Utterances	Syntactic <i>Realization</i>				Lexical <i>Realization</i>	
		A	B	C	D	A	B
1.							
2.							
3.							
	Total of utterances (N)	F	F	F	F	F	f
		P	P	P	P	P	P

Syntactic Realization

A : The Imperative Sentence

B : interrogative sentence

C : The Declarative Sentence-

D : Modal Auxiliaries

Lexical Realization

A : The First Category

B : The Second Category

F : Total Number each patterns

$$P = \frac{f}{n} \times 100\%$$

Arikunto (2006)

Where:

P = Percentage

f = Frequency of Sub Category

N = The Number of Patterns

The last step was conclusion. In this stage, the researcher concluded the data analysis by interpreting the result of data analysis.

3.6. Research Procedure

In this study, the researcher followed some steps. First, the researcher observed the patterns of the textbook. Second, the researcher compiled the data from the textbooks. Third, the researcher analyzed the data. Fourth, the researcher found politeness patterns in request that were used in the textbooks. Finally, the researcher interpreted the data and finished the report.